

RETAIL OPERATIONS

Retail Operations offers students the opportunity to learn marketing skills needed in the fast-paced world of retailing. In this course, the student will learn that retailing is a significant and vital component to the United States economy and is quickly becoming an integral part of the global economy. Throughout the course the student will be made aware of the importance of retailing in its various forms as the final step in getting products and services to consumers in the market place. This course may be specialized to a specific area such as fashion retailing.

Recommended Credits: 1/2 – 3*

Recommended Grade Levels: 10th, 11th, 12th

Course Substitution: Economics

***Note 1:** Standards to be completed for ½ credit are identified with one asterisk (*).

Additional standards to be completed for 1 credit are identified with two asterisks (**).

A paid, credit-generating work-based learning component is recommended for advanced students for up to 2 additional credits. This standard is identified by three asterisks (***)



Retail Operations

***STANDARD 1.0**

The student will analyze the marketing foundations as they relate to retailing.

***STANDARD 2.0**

The student will understand economic concepts fundamental to retailing.

****STANDARD 3.0**

The student will analyze marketing information systems and their importance to retailing.

****STANDARD 4.0**

The student will examine financial concepts and methods to control risks in retailing.

****STANDARD 5.0**

The student will compare and contrast distribution strategies as well as inventory methods used in retail businesses.

***STANDARD 6.0**

The student will identify and analyze the various buying and pricing activities involved in retailing.

****STANDARD 7.0**

The student will examine the importance of the promotional mix to the retail business.

***STANDARD 8.0**

The student will apply the selling process and relate the importance of customer service to the retail business.

****STANDARD 9.0**

The student will identify career opportunities in retailing.

***STANDARD 10.0**

The student will apply and relate academic subject matter to retailing.

***STANDARD 11.0**

The student will apply organizational and leadership skills.

*****STANDARD 12.0**

The student will analyze how retail operation principles are applied in a specific work-based learning experience.

Retail Operations

COURSE DESCRIPTION: This course will include the various components of the retail trade. The subject matter will include marketing concepts, economic concepts, information management, finance and risk management, distribution and inventory, buying and pricing, promotion, selling, customer service, retail careers, integration with academic subject matter, the vocational student organization and the cooperative work experience. In this course, the student will learn that retailing is a significant and vital component to the United States economy and is quickly becoming an integral part of the global economy. Throughout the course the student will be made aware of the importance of retailing in its various forms as the final step in getting products and services to consumers in the market place. This course may be specialized to a specific area such as fashion retailing.

STANDARD 1.0

The student will analyze the marketing foundations as they relate to retailing.

LEARNING EXPECTATIONS

The student will:

- 1.1 Analyze why retailing continues to undergo changes in the marketplace.
- 1.2 Differentiate between product and service retailing in the changing marketplace.
- 1.3 Compare and contrast the methods of retail practice in the global marketplace.
- 1.4 Recognize the importance of planning and management in retailing.
- 1.5 Analyze the significance of demographics, psychographics, and economic trends to the retail manager.
- 1.6 Examine ways macro and micro environments can impact a retail establishment.
- 1.7 Interpret customer purchasing decisions based on the consumer behavior model and the buying process.
- 1.8 Relate the marketing mix to the viability and success of the retail establishment/business (retail life cycle/product life cycle; marketing channels; marketing functions; promotional opportunities).
- 1.9 Analyze the legal and ethical behavior of retail businesses.
- 1.10 Examine the role of customer service in retailing.
- 1.11 Examine the contribution of exterior and interior features to a store's image and profitability.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 1.1 Researches and reports the significant changes in retailing businesses in the last 5 years.
- 1.2 Categorizes product and service retail operations in the local community.
- 1.3 Summarizes retailing practices on the international market place.
- 1.4 Evaluates management and planning activities of a retail business.
- 1.5 Analyzes local market trends.
- 1.6 Illustrates a retail business' micro and macro environment.
- 1.7 Evaluates the buying decision model for a retail business.
- 1.8 Evaluates a retail business' marketing mix through a case study approach.
- 1.9 Collects and/or develops examples of retail business behavior through case study problems.
- 1.10 Compares and contrasts levels of customer service in retail businesses.
- 1.11 Evaluates exterior and interior store features of a business in reference to image and profitability.

INTEGRATION/LINKAGES

SCANS, National Standards for Marketing Education, Business and Industry, MarkEd Laps, DECA Competitive Events

SAMPLE PERFORMANCE TASKS

- Complete a detailed analysis of a local retail business or evaluate a retail business through a case study. The student, through individual and/or group activities, should prepare and organize classroom presentations to relate his/her understanding and knowledge of the different aspects of the retail function and the marketing activities important to the success of the retail business. This activity could be the basis for any of DECA's written competitive events.

STANDARD 2.0

The student will understand economic concepts fundamental to retailing.

LEARNING EXPECTATIONS

The student will:

- 2.1 Examine types of economic systems.
- 2.2 Examine concepts of a market economy.
- 2.3 Interpret the roles of government in a market economy.
- 2.4 Examine the importance of business cycles to retail planning.
- 2.5 Analyze the impact of the global economy on retailing.
- 2.6 Recognize the significance of the cost/profit relationship for retailers.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1 Identifies current examples of the three basic economic systems.
- 2.2 Compares different retail businesses and their performance in a market economy.
- 2.3 Evaluates the impact of government regulations on retailing activities.
- 2.4 Interprets business cycles and their effect on retail business manager decisions.
- 2.5 Compares national business operations to international business operations.
- 2.6 Assesses the impact of cost versus profit of a retail business' success.

INTEGRATION/LINKAGES

Marketing and Management Principles, Advanced Strategies in Marketing and Management, Entrepreneurship, Social Studies, Mathematics

SAMPLE PERFORMANCE TASKS

- Select three local businesses. The student will compare different methods of competition (price and non-price) using the local businesses and present the findings to the class.

STANDARD 3.0

The student will analyze marketing information systems and their importance to retailing.

LEARNING EXPECTATIONS

The student will:

- 3.1 Evaluate research methods used in retail decision-making.
- 3.2 Identify and describe the steps of the market research process.
- 3.3 Evaluate the uses of marketing information for retailers.
- 3.4 Analyze sources of primary and secondary data useful to retailing.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1 Explains the importance of market information to the retail manager/owner.
- 3.2 Designs a research project pertinent to a local retail business.
- 3.3 Selects sources of retail market information and determines the application to retail business decisions.
- 3.4 Synthesizes different sources of retail information.

INTEGRATION/LINKAGES

Business and Industry Standards, SCANS, Mathematics, Marketing and Management Principles, Business Education

SAMPLE PERFORMANCE TASKS

- The student (in group or individual activity) should evaluate a source of retail market information (i.e., trade journal) and identify three pieces of information that may be important to a local retailer.
- Complete group activities in MarkEd Lap IM Lap 3.

STANDARD 4.0

The student will examine financial concepts and methods to control risks in retailing.

LEARNING EXPECTATIONS

The student will:

- 4.1 Interpret the importance of a merchandise budget and prepare a six-month merchandise plan.
- 4.2 Analyze the uses of income statements, balance sheets, and cash flow statements.
- 4.3 Assess the importance of inventory value for developing financial statements.
- 4.4 Analyze the various methods of controlling losses resulting from shrinkage, vendor collusion, and theft.
- 4.5 Determine a method of human resource planning to hire employees, manage existing employees, and compensate employees.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 4.1 Compares several merchandise budgets and develop a merchandise plan for a retail business.
- 4.2 Distinguishes between income statements, balance sheets, and cash flow statements and describe their purpose.
- 4.3 Compares and contrasts methods used by retailers to value inventory and develop financial statements.
- 4.4 Identifies and classifies methods used by retailers to control losses from shrinkage, vendor collusion, and theft.
- 4.5 Explains and evaluates the importance of human resource activities used in staffing, directing, and compensating employees.

INTEGRATION/LINKAGES

Marketing and Management, Social Studies, Business Education, Mathematics, Entrepreneurship, National Marketing Standards, SCANS, Psychology

SAMPLE PERFORMANCE TASKS

- Review current laws by accessing the EEOC's website (<http://www.eeoc.gov>) and list five circumstances in which sexual harassment might occur and identify conditions under which an individual could waive rights under the Age Discrimination and Employment Act.
- Invite a retail buyer to speak to the class to explain six-month merchandising plans, inventory control, and shrinkage prevention.

STANDARD 5.0

The student will compare and contrast distribution strategies as well as inventory methods used in retail businesses.

LEARNING EXPECTATIONS

The student will:

- 5.1 Distinguish between direct and indirect distribution.
- 5.2 Examine the functions performed by channel intermediaries.
- 5.3 Evaluate the factors that influence the length/width of a channel.
- 5.4 Compare the characteristics of retailers, wholesalers, agents, and brokers.
- 5.5 Assess the influence of technology on distribution strategies.
- 5.6 Explain the importance of preventing stock shrinkage.
- 5.7 Compare the different types of inventory systems.
- 5.8 Demonstrate the procedures of a physical inventory.
- 5.9 Apply external and internal security procedures to a retail business.
- 5.10 Assess the influence of technology on inventory control.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 5.1 Classifies the types of distribution when given a sample case study or scenario.
- 5.2 Demonstrates functions performed by channel intermediaries through visual or written media.
- 5.3 Proposes and defends a distribution channel for a real or hypothetical business.
- 5.4 Designs a visual comparing the characteristics of retailers, wholesalers, agents, and brokers.

- 5.5 Assembles and presents information showing technological influences on distribution.
- 5.6 Explains and defends reasons why retailers want to prevent stock shrinkage.
- 5.7 Compares and contrasts inventory systems used in different types of retail businesses.
- 5.8 Inventories school store or class supplies using a correct inventory procedure.
- 5.9 Analyzes a security problem and determines external and internal security procedures that should be used.
- 5.10 Assembles and presents information showing technological influences on inventory control.

INTEGRATION/LINKAGES

SCANS, Language Arts, Art, Mathematics, National Marketing Education Standards

SAMPLE PERFORMANCE TASKS

- Create a bulletin board or display showing technological advances in storage, shipping, and inventory control.
- Prepare the security section in the training manual for a new employee at a local retail business.

STANDARD 6.0

The student will identify and analyze the various buying and pricing activities involved in retailing.

LEARNING EXPECTATIONS

The student will:

- 6.1 Examine and explain the buying process.
- 6.2 Compare methods for determining what to buy in a retail business.
- 6.3 Evaluate methods used by buyers for selecting markets and suppliers and for negotiating terms.
- 6.4 Assess methods of ordering, invoicing, and evaluating purchases in a retail business.
- 6.5 Appraise technological advances and global sourcing and their effect on retail buying.
- 6.6 Explain the importance of pricing and the basic pricing concepts.
- 6.7 Compare pricing techniques used by retailers.
- 6.8 Calculate pricing math related to mark-up, mark-down, and discount calculation.
- 6.9 Examine the influence of technological innovations on the processes of buying and pricing.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 6.1 Applies the buying process to the school store, the co-op training station, or a local retail business.
- 6.2 Distinguishes the best method for determining what to purchase for a specific retail business.
- 6.3 Compares and contrasts methods of selecting markets and suppliers and for negotiating terms.
- 6.4 Uses the correct format in completing a variety of sample or actual order forms, invoices, and stock evaluation forms.
- 6.5 Discusses and debates the changes in retail buying brought about by technology and global sourcing.
- 6.6 Compares the pricing concepts used by various local retailers.

- 6.7 Constructs a visual or a graphic summary of pricing techniques.
- 6.8 Computes mark-up, markdown, and discounts in a school store, co-op work experience, or retail establishment.
- 6.9 Creates a visual or a graphic summary of technological advances related to buying and pricing.

INTEGRATION/LINKAGES

SCANS, National Marketing Education Standards, Language Arts, Mathematics, Art, Speech, Business Education

SAMPLE PERFORMANCE TASKS

- Create a six-month buying plan for the school store or a hypothetical business.
- Interview local retailers to compare their methods of buying and pricing.
- Using a DECA role-play event, make decisions about products to purchase and how to price the merchandise for a specific retail business.

STANDARD 7.0

The student will examine the importance of the promotional mix to the retail business.

LEARNING EXPECTATIONS

The student will:

- 7.1 Analyze advertising media.
- 7.2 Evaluate promotional activities based on retailer objectives.
- 7.3 Plan and manage promotional activities.
- 7.4 Utilize visual merchandising in the promotional mix.
- 7.5 Compare and calculate expenses and media costs as they relate to advertising and visual merchandising.
- 7.6 Develop an effective sales promotion related to a specific retailer.
- 7.7 Relate visual merchandising, publicity, personal selling, and customer service to achievement of a retailer's promotional objectives.
- 7.8 Analyze the impact of technology on promotion.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 7.1 Compares and contrasts types of media used by two different retail businesses.
- 7.2 Evaluates promotional objectives used in specific businesses based on their choice of promotional activities.
- 7.3 Demonstrates management techniques in completing a promotional activity.
- 7.4 Constructs a display which coordinates with a retailer's promotional theme.
- 7.5 Prepares a visual or an oral presentation showing comparison of media costs or display expenses for a local promotional campaign.
- 7.6 Designs and presents a sales promotion activity for a school store, training station, or a local retailer.
- 7.7 Compares and contrasts all aspects of a promotional plan to achieve a retailer's objectives for

a specific local or national company.

- 7.8 Collects and analyzes information about technology's impact on retailing at the local, national, and international levels.

INTEGRATION/LINKAGES

SCANS, National Marketing Education Standards, Language Arts, Mathematics, Art

SAMPLE PERFORMANCE TASKS

- Invite a guest speaker or interview a local retail manager or owner to determine the company promotional objectives, promotional plan and budget consideration.
- Conduct a promotional activity related to the school store, the training station, or a school-wide campaign. Document your use of time management, human and resource management, and success level upon completion. Document the following skills: time management, human and resource management, and goal achievement.

STANDARD 8.0

The student will apply the selling process and relate the importance of customer service to the retail business.

LEARNING EXPECTATIONS

The student will:

- 8.1 Distinguish inside sales from outside sales.
- 8.2 Identify sources of product information.
- 8.3 Examine the factors that influence customer-buying decisions.
- 8.4 Utilize selling techniques to aid customers/clients in making buying decisions.
- 8.5 Analyze the ethical and social responsibilities of selling.
- 8.6 Utilize interpersonal skills in selling and customer service situations.
- 8.7 Demonstrate an ability to work as part of a team.
- 8.8 Utilize mathematical computations in calculating customer purchases.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 8.1 Compares inside sales with outside sales.
- 8.2 Evaluates the sources of product information.
- 8.3 Analyzes trends, lifestyles, and demographics motivating customers to buy.
- 8.4 Demonstrates a knowledge of selling techniques.
- 8.5 Debates ethical and social problems that are evident in the sales profession.
- 8.6 Solves a problem from DECA competitive events that deals with human relations skills in a sales environment.
- 8.7 Applies the skills necessary to be a team member.
- 8.8 Demonstrates the ability to calculate customer purchases.

INTEGRATION/LINKAGES

SCANS, National Standards for Marketing Education, Language Arts, Mathematics, Drama

SAMPLE PERFORMANCE TASKS

- Role-play a sales presentation using all steps of the sale and complete the sales purchase ticket.
- Participate as part of a team in a class, an organization, or a school store sales project. Document your selling and human relations skills.
- Create a chart or a diagram showing different types of selling evident at the school, the training station, or a local retailer.
- Create a list or visual depiction of the product knowledge needed and the sources of the product knowledge used for products specific to high school students.
- Prepare a chart showing factors that influence consumers for three different markets (based on age and income) for a specific product.

STANDARD 9.0

The student will analyze the role of human resources and career opportunities in retailing.

LEARNING EXPECTATIONS

The student will:

- 9.1 Evaluate human resource activities in a retail business.
- 9.2 Examine the major aspects of a successful career in retailing.
- 9.3 Analyze the individual requirements for success in retailing.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 9.1 Reports on the human resource selection and training process of a selected business.
- 9.2 Assesses educational and training requirements for retailing careers.
- 9.2 Evaluates his/her potential for a employment/career in retailing.

INTEGRATION/LINKAGES

Language Arts, Mathematics, Technology, Business Education, SCANS, National Marketing Standards, National Retail Standards

SAMPLE PERFORMANCE TASKS

- Utilize the World Wide Web to access websites of retailers and their job boards. Once this is completed the student will select 2-3 jobs and evaluate the employment requirements. The student will then look at area colleges to see what educational requirements could be completed at various 2-4 year institutions.

STANDARD 10.0

The student will apply and relate academic subject matter to retailing.

LEARNING EXPECTATIONS

The student will:

Language and Fine Arts

- 10.1 Compose written reports using a correct language arts format.
- 10.2 Design an oral presentation using appropriate communication and language art skills.
- 10.3 Conduct an interview using correct language arts skills.

Mathematics

- 10.4 Perform computations related to retailing using mathematical formulas.

Science

- 10.5 Understand the importance of product material composition, as well as packaging and temperature importance in transportation and storage.

Social Studies

- 10.6 Evaluate geographic, social, and economic factors relating to retailing using social studies foundations.

Business Education

- 10.7 Apply basic computer and business education principles to the retailing industry.

Art and Performing Arts

- 10.8 Utilize the principles of art in preparing visual presentations.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

Language and Fine Arts

- 10.1 Writes reports using correct format.
- 10.2 Prepares an oral presentation using appropriate skills.
- 10.3 Prepares a questionnaire and interviews a retailer.

Mathematics

- 10.4 Calculates mark-ups and markdowns.

Science

- 10.5 Assesses shipping and storage options.

Social Studies

- 10.6 Evaluates the community's buying trends.

Business Education

- 10.7 Selects an inventory software.

Art and Performing Arts

- 10.8 Prepares a shadow box or graphic visual presentation.

INTEGRATION/LINKAGES

SCANS, National Marketing Education Standards, Language Arts, Mathematics, Science, Social Studies, Business Education, Art, Performing Arts

SAMPLE PERFORMANCE TASKS

- Implement a demographic study.
- Choose a retail career and present an oral presentation using visuals.
- Calculate projected sales for a one-year period.

STANDARD 11.0

The student will apply organizational and leadership skills.

LEARNING EXPECTATIONS

The student will:

- 11.1 Demonstrate a knowledge of DECA.
- 11.2 Utilize critical thinking in decision-making situations.
- 11.3 Identify and develop personal characteristics needed in leadership situations.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 11.1 Relates his/her knowledge of DECA through a written or an oral evaluation.
- 11.2 Solves problems utilizing role-play, team decision-making, and DECA projects.
- 11.3 Accepts task/project responsibilities in the class or DECA activities.

INTEGRATION/LINKAGES

SCANS, National Marketing Education Standards, Marketing Education Advisory Committee, Chamber Partnerships, Language Arts, Speech, Mathematics, Business Communications

SAMPLE PERFORMANCE TASKS

- Join and participate in DECA.
- Make a passing score on an oral or a written evaluation on DECA and leadership.
- Compete in regional, state, and national DECA competitive events.
- Run for state or national DECA office.
- Participate in-group projects.
- Organize a DECA project.

STANDARD 12.0

The student will analyze how retail operation principles are applied in a specific work-based learning experience.

LEARNING EXPECTATIONS

The student will:

- 12.1 Apply principles of retailing to a work-based situation.
- 12.2 Integrate time management principles in organizing his/her schedule to include school, work, social, and other activities.
- 12.3 Evaluate and apply principles of ethics as they relate to the work-based experience.
- 12.4 Employ the principles of safety to the work-based experience.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 12.1 Scores average or above on the employer performance evaluation.
- 12.2 Designs a plan to include his/her schedule of activities.
- 12.3 Records and assesses workplace events based on the ethical implications.

- 12.4a Makes a passing score on a class-based or a work-based safety evaluation.
- 12.4b Applies safety rules and regulations to the work site.

INTEGRATION/LINKAGES

SCANS, National Marketing Education Standards, Community Employers, Language Arts, Mathematics, Science

SAMPLE PERFORMANCE TASKS

- Compose and maintain a journal that includes general experiences at the work site, management of time, and evaluation of ethical behavior.
- Create a training manual for a new employee outlining the safety considerations for the job.
- Keep a report of wages and hours on the job.

SUGGESTED RESOURCES

Various Search Engines
National Retail Merchants Association
Area Chamber Partnerships
Vocational Advisory Committees
Marketing Essentials; Glencoe
Marketing Practices and Principles; Glencoe
Marketing Foundations and Functions; Southwestern
MarkEd Lap Modules
MarkEd Lap Modules - MB - Lap 1-10
MarkEd Lap Modules - EC Lap 1-18
Opportunities in Retailing; MarkEd Catalogue Retail Careers
Rose Petal Retailing Software Package; Southwestern
Retail Merchandising - Consumer Goods and Services; Southwestern
Retail Marketing: For Employers, Managers and Entrepreneurs; Glencoe
Retail Buying: From Staples to Fashion to Fads
Basic Retail Selling Skills - Video
Not for Sales: Ethics in the American Workforce - Video
Shrinkage - Video
Retailing, 3rd Edition, Dunn & Lusch-Dryden Press, 1999
Various government Websites
Child Labor Laws - Tennessee Employment Services
Various Trade Journals with industry-specific articles on human resources
Chamber of Commerce
Small Business Administration
National DECA
MarkEd – Marketing Education Resource Center
DECA Guide